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ABSTRACT

The recommendations in this task force report by the Task Force on Teacher Education are based on information on the academic program, student profiles, research efforts and pedagogical programs obtained from site visits to the colleges of education in the three state universities in Arizona. The first section of the report discusses the educational system in Arizona, presenting an historical perspective, reflections on teacher effectiveness, and a consideration of the decline in teaching quality. Recommendations, presented in the second section, cover the following areas: (1) content of the education program for teachers; (2) structure within the colleges of education; (3) admission to the colleges of education; (4) departmental responsibility outside the colleges of education; (5) clinical education; (6) the student-teaching experience; (7) the role of the community college in teacher education; (8) orientation of newly hired teachers; (9) continuing professional development; (10) broadening recruitment; (11) the role of the principal; (12) minority teachers; and (13) the profession. (JD)

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teacher education in Arizona: evolution or revolution

the report of the Governor's task force on teacher education

SP 027 883

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The Task Force wishes to thank
the following individuals without
whom this report would not have
been possible:

W. Stevenson Bacon
Prudence Lee
Hope Emmanuel

June 8, 1984

Honorable Bruce Babbitt
Governor of Arizona
State Capitol
1700 West Washington
Phoenix, Arizona 85007

Dear Governor Babbitt:

The Task Force on Teacher Education has now completed its review of the education of teachers in the State of Arizona and I am pleased to submit our report and recommendations to you.

For the past several months the Task Force has met to consider various aspects of the system that is in place for educating people for the profession of teaching. We began by visiting the three colleges of education at our state's universities for a firsthand look at what is being done. We believed that this was vital since there is much mythology about the programs in our education colleges. The Task Force heard presentations from teachers, educational administrators, university personnel and examined most aspects of the programs of the colleges in some detail.

The results of these efforts are contained in this report and have led the Task Force to present a series of recommendations that we believe will have a positive influence on the teaching profession and our school system. We urge you to consider these carefully and use your influence, when appropriate, to assist Arizona to implement needed reforms.

The members of the Task Force and I thank you for providing us with the opportunity to address an issue of importance to all Arizonans. We stand ready to work with you as necessary as Arizona considers how we will address the problems and opportunities that face our educational system.

Yours sincerely,

John P. Schaefer, Ph.D.
Chairman

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GOVERNOR'S TASK FORCE ON TEACHER EDUCATION

SUMMARY OF RECOMMENDATIONS: II. TEACHER PREPARATION

A. Initial University Education

1. Content Of The Educational Program For Teachers (pages 20-23)

(a) Course work taken in all colleges should be strengthened. High expectations for student achievement should be communicated. Competence should be determined by fixed standards of performance as opposed to comparative achievement of students in a given class. Emphasis should be placed on mastery of well-defined subject matter dealt with in a wide range of intellectual processes as opposed to simply covering a broad range of topics.

All students pursuing teaching careers should be required to complete a core of liberal arts courses that will provide college-level competence in English, mathematics, science, the social and behavioral sciences, humanities, the fine arts, and computer science. In addition, students who major in elementary education should be given content-specific opportunities which develop a depth of understanding of the subject matter of the grade-level span in which they prefer to teach. A student preparing to teach in secondary schools must complete academic requirements in one or more areas to complete the academic requirements for a major in the chosen subject matter.

(b) Colleges of education should institute a complete examination of methods courses, analyzing them for their value in preparing teachers adequately for the classroom. Efforts should be made to identify those techniques that when applied to instructional planning, instructional delivery, evaluation of student progress, and classroom management enhance student learning. Colleges of education and school districts should join in an effort to identify and clearly define:

(1) The knowledge and teaching competencies that can be mastered at the preservice level for transfer directly into practice in the classroom. The colleges of education should assume responsibility for students' mastery of the preservice knowledge and competencies, providing on site remediation of identified weaknesses without charge to the school district.

(2) The knowledge and teaching strategies that require practice with coaching and mentorship. Feedback would be provided in order for a teacher to modify and fit the strategies into a specific classroom environment with a particular group of students. The public schools should accept major responsibility for this phase of teacher preparation, with assistance from the college of education.

2. Structure Within the Colleges of Education (pages 23-24)

(a) The universities and the colleges of education should consider structural changes that may or may not have been considered in the past. Creative efforts to reform teacher education must be encouraged and research toward these ends should be adequately supported.

(b) Colleges of education should work more intensively to integrate the results of research programs that identify new and effective ways of teaching and learning into the undergraduate curriculum and the classroom setting.

3. Admission to the Colleges of Education (page 25)

(a) Admission to the colleges of education should be based upon:
   (1) successful completion of an appropriate core of academic subjects in the liberal arts;
   (2) a grade point average that meets or exceeds a college defined minimum;
   (3) passing of a valid and reliable quantitative and language-skills examination.

4. Departmental Responsibility Outside the Colleges of Education (pages 25-26)

   (a) Each university should examine and define departmental responsibilities outside the college of education regarding the scope and manner by which education students are to achieve academic proficiency in their subject-matter area. Differing needs for elementary and secondary teachers must be recognized. Survey courses especially designed for teachers should be eliminated.

5. Clinical Education (pages 27-28)

   (a) The clinical component of teaching should begin with the presentation to the student of all the theoretical aspects of how classroom instruction should occur in the ideal environment. This phase includes defining the goals of instruction, planning lessons, motivating students, measuring achievement, keeping student attention focused, maintaining order, using teaching tools effectively, and otherwise preparing the student to enter and manage the learning experience of children in a classroom setting.

   (b) The clinical component should continue with supervised instruction of children, first individually or in small groups, then later in large groups. The clinical component should culminate in the student-teaching experience, with student teachers taking charge of instruction for an entire class.

6. The Student-Teaching Experience (pages 28-30)

   (a) There should be substantial improvement of the entire student-teaching experience, ranging from selection of supervising teachers at the district level to supervision by university faculty.

   (b) The student-teaching experience should begin earlier in the professional education program, last longer and incorporate the newest and best strategies for teaching effectively.

(c) University administrations should work closely with the superintendents of school districts to formulate a set of policies regarding the placement, supervision, and evaluation of student teachers and the rights and responsibilities of all participants in the program. Supervising teachers should play an integral part in designing those policies.

(d) Financial support for the student-teaching program should be provided to the universities and the colleges of education.

7. The Role of the Community Colleges in Teacher Education (page 30-31)

(a) Faculty teaching similar courses at the community colleges and universities should continue and indeed increase convocations, conferences, and workshops. These meetings provide opportunities to review, monitor, and evaluate course content and rigor, and increase the probability of success in the liberal arts for students transferring to the colleges of education.

(b) The possibility should be explored that community colleges can be of assistance to the colleges of education in monitoring and evaluating student teachers engaged in field-based experiences. The close proximity of community colleges to many elementary and secondary schools could provide the colleges of education with the essential liaison in supervising student teachers.

(c) Universities should cooperate more fully with the community colleges to provide practicing teachers with continuing education on the community-college campuses.

B. Post-Baccalaureate Training

1. Orientation of Newly Hired Teachers (pages 31-32)

(a) All school districts should develop continuing education programs for newly hired teachers as

part of the employment package. A program similar to the Arizona Teacher Residency Program can serve as a model for the continued education and evaluation of new teachers.

2. Continuing Professional Development (pages 32-34)

(a) School districts should aggressively monitor teacher performance and provide meaningful on site staff-development programs that respond to needs identified through teacher evaluation.

(b) School districts should encourage teachers to participate in continuing education programs that will enhance the teacher's knowledge of subject matter and pedagogical skills. A reward system should be developed that will recognize the acquisition of additional skills by the teacher.

(c) Continuing education programs offered by the colleges of education should be examined for their relevance to the improvement of professional skills.

(d) Graduate studies in education should be made more demanding and rigorous.

C. Other Issues

1. Broadening Recruiting (page 34)

(a) The colleges of education and the universities should design educational programs that meet the needs of college-educated individuals who desire to teach but who lack pedagogical skills. The programs should expedite the entry of qualified individuals into the classroom.

2. The Role of the Principal (pages 34-36)

(a) School districts should develop programs to insure that principals are effective educational leaders, not merely administrative managers. As a part of such programs, the school district and the principal should cooperate to develop meaningful criteria for hiring new teachers, effective

educational programs for newly hired teachers, appropriate systems for evaluating classroom performance, and programs for continuing professional development.

3. Minority Teachers (pages 36-37)

(a) The issue of cultural bias as it pertains to professional certification for teachers should be examined by skilled professionals in the area of tests and measurements. The examinations should be modified to eliminate these biases.

(b) The State of Arizona should seek ways to encourage more minority students to enter the teaching profession by providing financial encouragement through scholarships and loans.

REPORT OF THE GOVERNOR'S TASK FORCE ON TEACHER EDUCATION

Introduction

In 1983 Governor Babbitt responded to the national debate over the quality of education in the United States by appointing a task force to study education in Arizona. After several months of study, a report was produced entitled Education in Arizona: Popular Concerns, Unpopular Choices. The report highlighted what the committee felt to be strengths and weaknesses of the state system.

One of the recommendations made by that committee was that the Governor appoint a new task force to review issues pertaining to the education of teachers. This area was singled out because teachers are the cornerstone of our educational system and have a greater influence on the quality of schooling than any other element. Secondly, concerns about the teacher-education process were raised on numerous occasions by participants in the first study.

After due consideration Governor Babbitt appointed a second committee, the Task Force on Teacher Education, to address the subject of teacher preparation in Arizona. This is the report of that group.

The second Task Force began its study of Arizona's teacher-education programs by visiting the colleges of education at the three state universities. Presentations by the colleges provided the Task Force with information on the academic program, student profiles, research efforts and pedagogical programs. The committee also heard from school district representatives, administrators, students, teachers, representatives from the Arizona Department of Education and the university community. The deans of the colleges of education shared their perceptions of the

colleges and their programs. Despite disparate views, there were remarkable similarities in the messages heard by the committee. They form the basis for this document.

--June 1984

* * *

It should be noted that the colleges of education at our state universities have undertaken an independent review of their programs since this study was begun. Structural and programmatic changes have already been implemented in some instances and others are actively being considered. The Task Force applauds these efforts.

I. TEACHER EDUCATION: DEFINING THE ISSUE

Before proceeding to a consideration of the problems and possible solutions, it is necessary to describe the context, past and present, in which teacher education takes place. The following section is an attempt to outline the educational and political system that affects teacher education; the history of the profession, the concept of the ideal or master teacher, criticisms of teachers, and the decline in teaching quality.

A. The Educational System

Education in Arizona and elsewhere is a delicately balanced system. Changes made in one component part will cause reverberations in the others. The outline below indicates the major parts of the system.

THE POLICY MAKERS

School boards
State government
Board of regents
State board of education
State and local community college boards

COLLEGES OF EDUCATION	PUBLIC SCHOOLS
University	Administration
	Faculty

THE CONSUMERS

Students
Parents

Suppose the faculty of a college of education decides that a change in its teacher-education program is warranted. This change must first be approved by the university community as a whole and then by the Arizona Board of Regents, neither of which can be considered as routine hurdles. The autonomy of the college is limited even within its own domain.

Suppose again that the change alters the educational profile of an education major being graduated from the college. The policy makers can effectively exert a veto power on the change at a number of levels. For example, the state board of education can use its power of certification to negate the change and/or refuse to approve the teacher-education program. The local school board can influence the college by refusing to hire its graduates. The legislature can exert its influence through the appropriation process or by passing laws that dictate policy to the college of education. Parents, in turn, can apply pressure to both the school board and the legislature.

The public school itself is a powerful force in its own right. The administration of a school can exert its influence through the hiring and promotion process. Peer pressure from faculty is often a major factor in the politics of the classroom. And the voices of concerned parents at the local level will not go unheeded for long.

Each of these elements can prove to be a catalyst for change or a barrier to altering the status quo. Unless an effective system-wide consensus can be obtained, even the best-intentioned changes cannot be implemented.

The Governor's Task Force on Teacher Education hopes that this report will be considered by each constituency concerned with the quality of teachers and teaching in our public schools, and that they will work in harmony to encourage the changes that are required.

B. A Historical Perspective

With the growth of public education in America at the beginning of the 19th century, the nation was pressed to provide teachers in sufficient number and of sufficient quality to meet the mushrooming demand. Few individuals who aspired to be teachers had more than a secondary school education and, for women, even this level of education was a rarity. America faced the dual problem of providing schooling for women and training for teachers. Of necessity, educational quality became a secondary concern in those early years.

To provide potential teachers with the needed skills, "normal" schools were created. These schools were teacher training centers and they prepared the large majority of teachers for our primary and secondary schools for well over a century. In Arizona, both Arizona State University and Northern Arizona University evolved from the normal school tradition. It is important to appreciate that the mission of the normal school was to give students the skills needed to function as teachers. The schools were not expected to provide the level of education a student would receive from private or public liberal arts colleges.

With the growth of the public school system the need for well-educated teachers increased. Both the land grant and private universities formed colleges of education, and training for the teaching profession came to be recognized as another discipline available to university students. Most of these programs began as an outgrowth of a liberal arts curriculum with a pedagogical component grafted on.

Time has eradicated differences between the two university systems, and merged the philosophies and approaches used in educating teachers. Today virtually all teacher-education programs are in the upper division of the university; the student is expected to acquire a sufficiently strong liberal education to ensure competent teaching. At some universities the college of education is solely an entity for postgraduate instruction and research in education.

C. The Ideal Teacher

Before the issue of educating teachers was addressed, the Task Force considered the characteristics of the "ideal teacher." Each of us will have our own role models, but we can probably agree on certain characteristics shared by most outstanding teachers.

A teacher should certainly be competent in all of the subject matter areas that he or she will be expected to teach. The degree of specialization of knowledge will obviously vary according to the grade level at which

instruction is occurring. A mathematics teacher in high school will, of course, need more advanced knowledge in the subject than a teacher of arithmetic in elementary school.

The first essential attribute of an effective teacher is a breadth of understanding of academic subjects as well as depth. The former enriches classroom discussions in a way not equaled by more specialized presentations. It would seem that our ideal teacher would have a firm grounding in what we term the liberal arts, since true knowledge does not lend itself to compartmentalization. Moreover, understanding the requisite subject matter is necessary but not sufficient for effectiveness. In addition, an effective teacher must possess the same critical thinking and analytical skills that are expected of students emerging from our education system.

It is also essential that a teacher be a skilled communicator to be effective. Some aspects of communication can be taught; others mirror the teacher's personality. An ideal teacher also must have a personal quality perhaps best termed as empathy for the student. Empathy helps form an important bond between the teacher and student that is a vital part of the teaching and learning experience. It is in part reflected in the enthusiasm that a teacher manages to bring to, and convey in, the classroom year after year.

The technical skills that are part of the repertoire of every exceptional teacher include an understanding of the psychology of learning; the ability to make the learning process an individual experience for the student despite the classroom setting; a sense of enthusiasm about learning that is transferred to the student; the ability to organize and manage a classroom; the mastery of effective instructional techniques, the ability to develop logically sequenced lesson plans, and the ability to use textbooks and other teaching aids constructively.

It is the task of our colleges of education to develop these skills in students who aspire to be teachers, but it is the responsibility of a much broader constituency to contribute to the making of an exceptional teacher.

Generally, universities have not shouldered the burden of teacher education with sufficient dedication. School districts and the public have not provided the compensation, the opportunities for staff development, and the other rewards that teachers require to grow professionally and to work with enthusiasm. Effective progress in the area of teacher education will require a commitment from all of us and leadership on the part of those who are responsible for providing it.

A further task the colleges of education must deal with more effectively is converting valid and useful research findings on teaching and learning into new classroom techniques. There are few effective mechanisms at the present time for sharing new approaches with practicing classroom teachers, and student teachers often have little opportunity to apply new theory in their practice teaching. The consequence of this failing is that the money spent to fund research is ultimately wasted, and outmoded or inadequate approaches to teaching are needlessly continued.

D. Decline In Teaching Quality

During the past few years teachers have borne the brunt of criticism from every segment of society. Statements have been made that the quality of teachers has declined, and that they no longer possess the depth and breadth of knowledge that we expect should be theirs. The rise of teacher militancy, while often improving the lot of the average teacher, has diminished the luster of the profession in the eyes of much of society. On close examination one is forced to conclude that concerns about the status of the teaching profession today have considerable merit. What has brought about this perceived decline?

For over a century, prejudices within our society have restricted employment opportunities for substantial segments of our population, especially women. Economic pressures at the beginning of the 19th century led to the advent of educational access for women and the gradual acceptance of women into the teaching profession. In a few decades they came to dominate the rank and file of classroom teachers, and by the late 1800s the public

schools of our country were largely staffed by women teachers. Salaries were low, but intelligent women who wanted or needed to work had little option but to accept them in good grace. As a result the nation became accustomed to having some of the brightest individuals in society teaching our children at an embarassingly low wage.

In recent decades, advances in civil rights and changes in the fundamental attitudes of society toward what professions are proper for women have led women to consider alternative career opportunities. Now some of our brightest women choose to be doctors, lawyers, engineers, stock brokers, and astronauts. The teaching profession has lost its "indentured servants." To attract teachers, the public school must now rely upon salaries and fringe benefits, professional prestige, working conditions, and other forms of compensation. Some of these benefits have never been emphasized in the past, and their provision may require a substantial change in thinking among policy makers, administrators and even teachers themselves. The marvel of it all is that so many talented young people continue to opt for teaching as a career!

A sad consequence of the neglect and complacency that we have showered upon the teaching profession is that there has been a decline in quality. Teachers entering the profession today often lack the requisite skills to manage a classroom; their mastery of subject matter is frequently inadequate. While the public as a whole must ultimately come to grips with paying teachers adequate salaries and expressing appreciation to the numerous individuals who dedicate their lives to teaching our children, it will be the responsibility of our universities and colleges to improve the level of their performance in training young people who seek to be teachers.

II. TEACHER PREPARATION: RECOMMENDATIONS FOR MORE EFFECTIVE EDUCATION PROGRAMS

The recommendations that the Task Force offers involve three different aspects of teacher education and the teaching profession. The first and most detailed portion of the recommendations concerns activities directly under the control of the universities. The second group of

recommendations focuses on the role and responsibility of individual school districts in hiring new teachers and ensuring their professional development. The final section of the report addresses special concerns that affect both the universities and the schools.

A. Initial University Education

The Task Force found that improvements are needed in many areas of the universities' teacher-education programs, both internal and external to the colleges of education. These improvements are discussed within the framework of the content and structure of the education programs, admission to the colleges, the responsibility of the different departments outside the colleges of education, the clinical-training aspect, and, finally, the student-teaching experience.

1. Content of the Education Program for Teachers

Teacher-education programs at the state universities recognize the importance of a strong liberal arts curriculum for the teaching major. The intent of the programs is to expose students to the fundamental bodies of knowledge with which society expects an educated individual to be familiar. However, the Task Force believes that such exposure, in and of itself, is seriously inadequate from the perspective of both breadth and depth.

A primary-school teacher must be a competent generalist to be effective. The teacher's grasp of subject matter will need to include everything from arithmetic and geography to history and social studies. More often than not these subjects fall outside of the scope of the normal liberal arts core (geography, for example) and the teacher may be faced with the task of providing instruction in a subject area to which he or she has had no exposure since high school.

Alternatively, a year or more of college-level calculus, while excellent in its own right, will do little to assist the primary-school teacher called upon to teach arithmetic to first-grade students. The Task Force believes that a reexamination of the general education program for teachers in primary and secondary education is

crucial to ensure that they have the knowledge and skills to teach effectively. We do not believe that the current offerings in the liberal arts by our universities are adequate to meet the needs of education majors.

A significant fraction of the public believes that our classrooms are staffed by teachers who do not have the writing skills and the broad learning expected of an educated individual. To the degree that this belief is valid it may be part of an overall decline in the mastery of these skills by the general population of college graduates. The teaching profession does not have a monopoly on individuals who write and spell poorly. Obviously, however, the deficiencies are far less acceptable in the teaching profession than in other fields. We cannot expect students to attain excellence in writing and speaking until we provide fully competent teachers in our classrooms.

There is ample evidence of a decline in the scope and quality of the liberal arts education that most undergraduates receive. This has a direct impact on the quality of education in our primary and secondary schools. If the breadth and substance of rigorous training in literature, the humanities, science, mathematics, social studies, and the arts are neglected; if the development of the power to think and reason critically is superficial, the students emerging from those experiences will necessarily be shallow. We believe that all too often this is the case.

Universities as a whole, not just the colleges of education, must take the initiative in correcting this situation. Demonstration of mastery of basic skills should be required of every university student, and rigorous training in the basic academic subjects must be an integral part of the program of study.

Pedagogy has been criticized extensively in recent times. Methods courses have been thought to contribute little to the effectiveness of teachers in the classroom. There has been an explosion of educational research over the past 15 years that can serve as a science to undergird the art of teaching. Much of the basic research has focused on the psychology of learning, while the applied

research has tended to focus on effective teaching strategies. Only recently, however, and in a limited number of school districts, have the research findings been applied systematically to the classroom. The results have been promising.

Recognizing the preceding, the Task Force recommends:

(a) Course work taken in all colleges of education be strengthened. High expectations for student achievement should be communicated. Competence should be determined by fixed standards of performance as opposed to comparative achievement of students in a given class. Emphasis should be placed on mastery of well-defined subject matter dealt with in a wide range of intellectual processes as opposed to simply covering a broad range of topics.

All students pursuing teaching careers should be required to complete a core of liberal arts courses that will provide college-level competence in English, mathematics, science, the social and behavioral sciences, humanities, the fine arts and computer science. In addition, students who major in elementary education should be given content-specific opportunities which develop a depth of understanding of the subject matter of the grade-level span in which they prefer to teach. A student preparing to teach in secondary schools must complete academic requirements in one or more areas to complete the academic requirements for a major in the chosen subject matter.

(b) Colleges of education institute a complete examination of methods courses, analyzing them for their value in preparing teachers adequately for the classroom. Efforts should be made to identify those techniques that when applied to instructional planning, instructional delivery, evaluation of student progress and classroom management enhance student learning. Colleges of education and school districts should join in an effort to identify and clearly define:

(1) The knowledge and teaching competencies that can be mastered at the preservice level for transfer directly into practice in the classroom. The colleges of education should assume responsibility for students' mastery of the preservice knowledge and competencies, providing on-site remediation of identified weaknesses without charge to the school district.

(2) The knowledge and teaching strategies that require practice with coaching and mentorship. Feedback would be provided in order for a teacher to modify and fit the strategies into a specific classroom environment with a particular group of students. The public schools should accept major responsibility for this phase of teacher preparation, with assistance from the college of education.

2. Structure Within the Colleges of Education

In addition to strengthening the content areas, it is necessary to consider structural changes in the colleges of education. Curricular models that are now in place or are being evaluated are a three-two option, a four-one option, or an integrated four-year program. In a three-two program, students spend three years in liberal arts and two years in a college of education. In a four-one option, students would have four years of a liberal arts curriculum and one year in a college of education as a graduate student. In an integrated four-year program, the model currently in place at our three state universities, students spend two years in liberal arts and the remaining two years in a college of education.

In the three-two option an undergraduate would major and minor in one or more subject areas as if he or she were pursuing a degree program in the fields of choice. During the third year of undergraduate studies, the student would apply for admission to a college of education. If the applicant were admitted, he or she would concentrate on the completion of needed academic requirements in the areas of specialization while working for two years on the

pedagogical skills and supervised classroom experience that all teachers need.

The three-two option has the advantage of exposing the potential teacher to a more rigorous undergraduate educational experience. If a student should ultimately decide that teaching is not a profession that he or she cares to pursue, that individual will at least have sufficient salable skills to make a transition to another career.

Disadvantages are that extending the time required of students in school will further discourage people from considering a profession whose financial rewards are already inadequate, and it will pose an additional barrier to minority and other students who face significant financial hardship in completing a four-year program, not to mention five years.

Another problem is that it would be impossible to weed out in the early years individuals with poor potential as teachers. They should be redirected toward alternative careers as quickly as possible. Conversely, others who appear to be naturally gifted as teachers should be encouraged at an early stage and given the benefit of working with master teachers as soon as practical. This would also be difficult under the three-two option.

These same comments apply even more strongly to the four-one program. The existence of a four-one option is important, however, since it provides a means for individuals who have completed an undergraduate degree program to meet the requirements of the state if they wish to pursue a teaching career.

Criticisms of the current four-year program are that it does not provide sufficient time for a student to acquire either the desired academic depth or sufficient pedagogical skills to manage classroom teaching successfully.

The Task Force recommends:

(a) The universities and the colleges of education consider structural changes that may or may not have been considered in the past. Creative

efforts to reform teacher education must be encouraged and research toward these ends should be adequately supported.

(b) Colleges of education work more intensively to integrate the results of research programs that identify new and effective ways of teaching and learning into the undergraduate curriculum and the classroom setting.

3. Admission to the Colleges of Education

It is the Task Force's view that colleges of education have not been sufficiently selective in admitting students. As a consequence, some students are encouraged to pursue teaching as a career despite a lack of academic talent or the personal skills and motivation necessary to be an effective teacher. The colleges can improve selection procedures by developing well-defined entrance requirements that include personal interviews as a part of the admission process.

The Task Force recommends that:

(a) Admission to the college of education should be based upon:

(1) successful completion of an appropriate core of academic subjects in the liberal arts;
(2) a grade point average that meets or exceeds a college defined minimum;
(3) passing of a valid and reliable mathematical and language-skills examination.

4. Departmental Responsibility Outside the Colleges of Education

All departments within the university should recognize that the responsibility for educating teachers must be shared by them and not left solely to the college of education. In a general sense, subject-matter content should be the primary responsibility of the academic department while issues pertaining to how students are to learn to teach those subject areas are the concern of the college of education.

An effective teacher of primary and secondary students must have a universal view of the nature and importance of a particular academic subject (mathematics, for example) as well as sufficient knowledge and depth in the discipline to teach it properly. Members of the Task Force were concerned that practice at our universities may not meet these objectives.

Survey courses for undergraduates have the merit of placing the subject specialty in an appropriate context for the non-major. Unfortunately, these courses often degenerate into watered-down versions of introductory material, and may be regarded as unpleasant departmental chores assigned to the least productive faculty members.

Combining education majors with undergraduates who are majoring in a discipline has both advantages and disadvantages. On the positive side, the quality of the courses that are offered is generally high, though the non-specialist will be at a distinct disadvantage when competing with those majoring in the field. A disadvantage is that the material is too often narrowly focused and far more specialized than is desirable for training primary and secondary school teachers.

It would appear a judicious combination of these two alternatives would be most effective. The Task Force believes that the university community should seek and implement an effective resolution of this problem. Such an assignment will require much closer cooperation between academic departments than has been the tradition in our universities.

The Task Force recommends:

(a) Each university examine and define departmental responsibilities outside the college of education regarding the scope and manner by which education students are to achieve academic proficiency in their subject-matter area. Differing needs for elementary and secondary teachers must be recognized. Survey courses especially designed for teachers should be eliminated.

5. Clinical Education

The Task Force heard presentations from numerous sources, including the colleges of education, contending that the clinical-training and practice-teaching experiences that students were receiving were inadequate. Specific problems included the large number of students involved; a lack of financial resources in both the college and the school districts; lack of adequate supervision by college of education faculty; a sense that many of the college of education faculty were "out of touch with the reality of the actual classroom;" little systematic transfer of research findings to the classroom setting, and the questionable utility of the methods being taught in the colleges. These issues vary in importance but must be addressed.

One important effort that must be made by our colleges of education is to pair the presentation of theory and methods of teaching with observation and actual practice. Students are usually exposed to theory and practice sequentially with a considerable time lag between the two. There is, consequently, little opportunity for reinforcement of theory by practice, and few opportunities to see teaching techniques applied by master teachers.

The clinical component of the teacher-training program is of primary importance. Knowledge of subject matter is part of the raw material from which master teachers are made; the communication skills, which are the objective of an effective clinical experience, bring about the transformation of student to teacher.

The Task Force recommends:

(a) The clinical component of teaching begin with the presentation to the student of all the theoretical aspects of how classroom instruction should occur in the ideal environment. This phase includes defining the goals of instruction, planning lessons, motivating students, measuring achievement, keeping attention focused, maintaining order, using teaching tools effectively, and otherwise preparing the student to enter and manage the learning experience of children in a classroom setting.

(b) The clinical component continue with supervised instruction of children, first individually or in small groups, then later in large groups. The clinical component should culminate in the student-teaching experience, with student teachers taking charge of instruction for an entire class.

6. The Student-Teaching Experience

The student-teaching experience is too often inadequate, poorly supervised, and in substantial need of improvement. The problems stem from a number of sources; seldom from wanton abuse.

In Arizona approximately 1200 students participate in student-teaching programs each year. For the experience to be meaningful, the student teacher should have the opportunity to work closely on all aspects of the classroom experience with a supervising master teacher. This requires enormous effort and commitment from a professional who can expect to receive little compensation for the effort. There are simply not enough willing master teachers accessible to the colleges of education to work with the large numbers of students eligible to do practice teaching.

Another ingredient in the student-teaching experience is active involvement by the professor under whose tutelage the internship is taking place. Numerous complaints have been voiced that the role of the professor in the process is minimal. A consequence is that students are taught to teach children the way their supervising teacher taught, and new findings about the effectiveness of alternative approaches never make their way into the classroom.

To a real degree the lack of professorial input is a consequence of student numbers: there simply are not enough faculty members and hours available. This is a further reason that funding must be provided so local school districts and universities together can conduct an internship program for beginning teachers.

A concern voiced to the Task Force was that the supervision of student-teachers went unrewarded and was viewed as an unwelcome chore by many members of college of

education faculties. If this attitude is prevalent, the university administrations must work to change it and reinforce the primacy of teaching as the mission of our colleges of education. Scholarship must be valued, but it must not replace teaching and service as areas of primary emphasis. Insisting that faculty members make a stronger commitment to supervising student teachers, and rewarding them for their efforts, should ease the current problems.

Another weakness of the student-teaching program is that in many school districts the college of education loses control of the process. The supervising teacher to whom a student is assigned "takes charge," and insists that the student do things exactly the way the teacher does. This negates the opportunity for the student teacher to put into place practice techniques learned at the university. There is obvious pressure to conform to the wishes of the cooperating teacher or risk an unsatisfactory grade and report. More intensive involvement by college of education faculty and the selection of suitable supervising teachers are the most effective cures for this dilemma.

The issue of placing student teachers remains a serious source of tension between the colleges of education and school districts. There is little or no quality control by the colleges in placing students with supervising teachers, and evaluation of the results of the student-teaching experience is done poorly and on an ad hoc basis. School administrators and teachers often regard student teachers as an unwelcome imposition.

The Task Force recommends:

(a) Substantial improvement of the entire student-teaching experience, ranging from selection of supervising teachers at the district level to supervision by university faculty.

(b) The student-teaching experience begin earlier in the professional education program, last longer, and incorporate the newest and best strategies for teaching effectively.

(c) University administrations work closely with the superintendents of school districts to formulate a set of policies regarding the placement, supervision, and evaluation of student teachers and the rights and responsibilities of all participants in the program. Supervising teachers should play an integral part in designing those policies.

(d) Financial support for the student-teaching program be provided to the universities and the colleges of education.

7. The Role of Community Colleges in Teacher Education

Approximately 40 to 50 percent of teacher candidates enrolled in the colleges of education are transfer students from Arizona community colleges. It is imperative that both "sending" and "receiving" institutions collaborate to assist students in adjusting from community college courses to university studies. Faculty from both higher education institutions should join forces to ensure adequate preparation for students entering the teaching profession. Community colleges can assist the universities in a wide variety of areas, including the student teaching experience and continuing education for the professional teacher.

The Task Force recommends:

(a) Faculty teaching similar courses at the community colleges and universities continue and indeed increase convocations, conferences, and workshops. These meetings provide opportunities to review, monitor, and evaluate course content and rigor, and increase the probability of success in the liberal arts for students transferring to the colleges of education.

(b) The possibility be explored that community colleges can be of assistance to the colleges of education in monitoring and evaluating student teachers engaged in field-based experiences. The close proximity of community colleges to many elementary and secondary schools could provide the colleges of education with the essential liaison

in supervising student teachers.

(c) Universities cooperate more fully with the community colleges to provide practicing teachers with continuing education on the community college campuses.

B. Post-Baccalaureate Training

The Task Force recognized the necessity for the school districts to make a serious commitment to post-baccalaureate training. This commitment is important both at the beginning of the teaching experience as well as in the development of experienced teachers, and must involve close cooperation with the universities.

1. Orientation of Newly Hired Teachers

Most large corporations in America hiring college graduates place them in corporate training programs during the first few years on the job. These corporations recognize that they have added employees with the necessary basic skills, but that more training will be required to build and refine selected skills that are needed. Unfortunately, most school districts do not recognize the necessity for such efforts and newly hired teachers are often expected to sink or swim. This has several unfortunate consequences.

Without an adequate support system, an inexperienced teacher can make errors of judgment from which it may be difficult to recover. A valuable asset is lost when an inexperienced teacher leaves the profession after a discouraging beginning. Alternatively, a new teacher might seek out a colleague for guidance who may or may not be a good role model. The consequence may be the development of a teaching style and work habits that are not necessarily ideal.

Several aspects of post-baccalaureate training need to be addressed by the colleges and school districts. One issue is a clear understanding of what skills and level of mastery a university graduate should have when he or she leaves school. There is reason to believe that the expectations of some districts are unrealistically high.

Just as we should not expect a recent law school graduate to be a competent trial lawyer upon graduation or a medical doctor to be a skilled surgeon after three years of medical school, so should we not anticipate that an individual fresh from a college of education will be a polished teacher. Mastery of the art of teaching requires experience; it depends upon enlightened guidance and knowledge gained through both successes and failures.

The Arizona State Board of Education has been instrumental in developing a postgraduate program called the Arizona Teacher Residency Program. The pilot program was funded by the legislure for two years and was an intensive extension of the student-teaching experience. Results from the program, which uses a master teacher as an active mentor, were excellent. The cost was approximately $500 per new teacher, exclusive of time commitments. A program of this nature is a small investment to make relative to the dividends that it can produce.

The Task Force recommends:

(a) All school districts develop continuing education programs for newly hired teachers as part of the employment package. A program similar to the Arizona Teacher Residency Program can serve as a model for the continued education and evaluation of new teachers.

2. Continuing Professional Development

An experienced teacher is a valuable resource for any school district. However, many experienced teachers choose to leave the profession. The reasons include loss of interest and enthusiasm from repetition of subject matter; lack of opportunities to grow and advance; or frustration and disappointment because the guidance and support to develop superior teaching is missing.

Still another problem can occur when a teacher is denied opportunities to grow professionally. For example, the advent of computers promises to exert a strong impact

on the classroom. A teacher who is unfamiliar with the computer as a teaching tool or with its potential for problem solving, data reduction, or as a management tool is likely to become less effective in the future.

Few school districts pay adequate attention to the continuing professional development of their staff. Some remediation can only be accomplished by active observation of the classroom performance of a teacher who needs help. The use of diagnostic services by skilled college of education faculty on site could be an effective way to aid a faltering but competent teacher. Then, courses or workshops aimed at sharpening, updating and refining skills can be conducted on site in the district by district staff or outside experts.

Other efforts directed toward professional development are best confined to college and university settings. Opportunities to take meaningful course work on topics such as computer programming can make a teacher more effective in the classroom and may be meaningful as an incentive to reward performance.

Regrettably the current reward system for teachers encourages many individuals to enroll in courses that do little except to provide an incremental salary increase. School districts should review the nature of course offerings for which their teachers will receive credit for professional advancement. Supplemental coursework should provide a teacher with an opportunity to broaden subject-matter or pedagogical skills that can be translated into more effective classroom teaching.

The Task Force recommends:

(a) School districts aggressively monitor teacher performance and provide meaningful on site staff development programs that respond to needs identified through teacher evaluation.

(b) School districts encourage teachers to participate in continuing education programs that will enhance the teacher's knowledge of subject matter and pedagogical skills. A reward system should be developed that will recognize

the acquisition of additional skills by the teacher.

(c) Continuing education programs offered by the colleges of education be examined for their relevance to the improvement of professional skills.

(d) Graduate studies in education be made more demanding and rigorous.

C. Other Issues

The Task Force made recommendations on issues that cut across several areas rather than fitting into the previous categories. It is believed that these concerns are of utmost importance to the improvement of teacher-education programs and the teaching profession.

1. Broadening Recruiting

The teaching profession must open its doors to college-educated individuals who have the knowledge, training, and motivation to teach but lack the pedagogical skills. In redesigning methods courses, the colleges should explore the inclusion of a system of training for those who did not earn a degree from the college of education but who would be an asset to the classroom. The program might include blocks of methodology offered in nontraditional settings.

The Task Force recommends:

(a) The colleges of education and the universities design educational programs that meet the needs of college-educated individuals who desire to teach but who lack pedagogical skills. The programs should expedite the entry of qualified individuals into the classroom.

2. The Role of the Principal

In general, the criticisms of education today derive from deficiencies in administration as well as from program

defects. Many improvements in the quality of elementary, intermediate and secondary education could be achieved by changing the role, attitude and quality of educational administrators, especially those at the building level. In short, people are as important as programs for quality education. More specifically, the report of the Governor's Committee on Quality Education, Education in Arizona: Popular Concerns, Unpopular Choices, pointed out the essential role of high quality school principals in effective educational reform. The report's conclusions regarding the importance of the principal apply with equal force to teacher training.

The principal plays an important role in ensuring effective classroom teachers, for as the report on quality education indicates, the education of teachers continues beyond university level. Moreover, the principal may influence what occurs at the university and in the student-teaching experience prior to the actual hiring of teachers by a school district, and may play a critical, and often primary, role in selecting successful candidates according to the criteria set by the district.

Many school districts use measures that involve enrollment in particular programs; achievement of designated grade point averages; performance on particular tests; and demonstrated ability in student-teaching experiences or prior teaching employment. To the extent that school districts adopt such criteria, their role as prospective employers affects the nature and quality of university training.

Ultimately, the principal bears responsibility for ensuring effective placement and supervision of student teachers within the building. In addition, the institution of any training programs for newly hired teachers is most often the result of the principal's initiative. Similarly, evaluation of teachers is ultimately the responsibility of the principal. Without leadership, these important programs are not likely to be adopted, to be effective, or develop the credibility and acceptance with the teaching faculty that is necessary for their effective implementation.

Of course the teachers, department heads and other

administrators play an important role in all of these areas. A professional teaching faculty requires that principals not unduly dominate decisions nor discourage participation by faculty members. The principal's role, however, is a distinct one. Participatory management is an effective method for building a strong educational team, and principals should be encouraged to call upon teachers to help resolve the spectrum of problems that confronts every school.

With these comments in mind, the Task Force recommends:

(a) School districts develop programs to ensure that principals are effective educational leaders, not merely administrative managers. As a part of such programs, the school district and the principal should cooperate to develop meaningful criteria for hiring new teachers, effective educational programs for newly hired teachers, appropriate systems for evaluating classroom performance, and programs for continuing professional development.

3. Minority Teachers

Despite good intentions, the State of Arizona is doing an inadequate job of educating minority students. The reasons for failure are often subtle, and the consequence of public policies that place unintended burdens on a select segment of our population, much to their detriment. The basic-skills examinations that have been mandated by the legislature are a case in point.

A basic skills examination as a requirement for teacher certification developed from the reasonable conviction that all teachers should be able to demonstrate minimal mastery of basic skills in computation and reading comprehension. Examinations were developed by the Arizona State Board of Education to respond to this mandate and all candidates for teaching certificates are required to take and pass this test. The results have been disastrous for minority teachers. Only a small percentage have been able to score passing grades. The same examination given to applicants for admission to the colleges of education is producing the same results. A consequence is that minorities are being

selectively excluded from our colleges. Yet this was certainly not the legislative intent!

It may be argued that the last thing underprivileged students need are teachers who do not have a mastery of the basic skills. While this argument has some merit, it assumes that the test instrument is a valid measure of that knowledge, which may not be true. The issue needs to be addressed intelligently by professionals who are skilled in the area of assessing the validity of examinations. It may be that a simple solution, such as allowing more time for the test, will solve much of the performance problems that have been encountered.

The importance of the teacher as a role model cannot be overemphasized, yet it is an issue that is difficult for non-minorities to appreciate. Perhaps the following will be helpful. In the United States, girls learn to read more rapidly and with greater comprehension than boys, but by the fourth grade this difference disappears. It was generally assumed that this was a by-product of the superior female verbal skills. In Germany, however, exactly the opposite pattern of reading skills is observed; that is, boys learn to read more quickly. On further study, it appears that the results reflect the fact that in Germany most elementary school teachers are men while in the United States they are women. Role models are critically important in the educational process.

The Task Force recommends:

(a) The issue of cultural bias as it pertains to professional certification for teachers be examined by skilled professionals in the area of tests and measurements and that the examinations be modified to eliminate these biases.

(b) The State of Arizona seek ways to encourage more minority students to enter the teaching profession by providing financial encouragement through scholarships and loans.

4. The Profession

In closing, the Task Force would like to emphasize

that, even with changes implemented by our universities, community colleges, and school districts, if the competent and motivated student does not choose to enter the teaching profession, our public schools cannot achieve the educational quality that the public demands.

To attract and retain competent individuals for teaching, rewards must be adequate. Raising salaries of beginning teachers must be a statewide priority as public schools fail to compete with business and industry salary scales. Career development through promotional opportunities within the teaching ranks, now available only through a transfer to administration, would motivate midcareer professionals if new levels of responsibility and challenges are reflected in the promotion.

The changes advocated by this report that affect many aspects of the teacher's job are essential to sustain the profession. Higher salaries and increased public respect for the profession must complete the chain and will occur as outdated reward systems are relinquished. Bright and capable students, sought by those outside public education, will enter the teaching profession when they are assured that superior performance will be rewarded.

Realization of the recommendations presented in this report, coupled with an appreciation of the importance of monetary and professional rewards within the teaching profession, should facilitate a lasting improvement in our school system.

III. APPENDIX

Figure 1: Comparison of 1983 College Graduate Salaries

Figure 2: Number of graduates from 4 Year Institutions Offering Teacher Preparation in Arizona; Education Degrees, 1975--1983

Figure 3: New Teacher Supply and Demand for Public Schools in Arizona, Fall 1984

Figure 4: Teachers in Arizona Public Schools (Fall 1983) Compared With Student Teachers (Fall 1983 and Spring 1984) and Projected Teacher Openings (Fall 1984)

Figure 5: Actual Population Distribution and Projections for Arizona Children, Ages 5-14, Grades K-8

Figure 6: Actual Population Distribution and Projections for Arizona Children, Ages 15-19, Grades 9-12

Figure 7: Teachers in Arizona by Ethnicity and Sex, 1984

Figure 8: Faculty in the College of Education by Subdiscipline

Figure 1

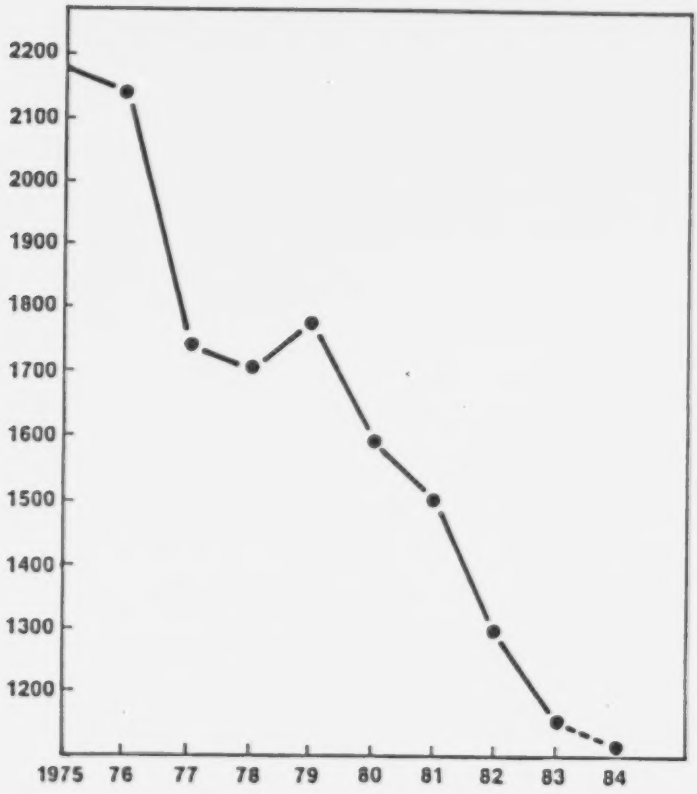
COMPARISON OF 1983 COLLEGE GRADUATE SALARIES *

Degree	Average Annual Salary
Chemical Engineering	$ 27,083
Electrical Engineering	26,031
Computer Science	24,485
Civil Engineering	22,473
Physics	20,076
Mathematics	17,660
Marketing	16,941
Business Administration	16,419
Personnel Administrator	15,931
Communications	15,606
Hotel, Restaurant Management	14,699
Social Science	13,835
Education	13,358

* Source: Michigan State University

Figure 2

1975 - 1983
EDUCATION DEGREES
NUMBER OF GRADUATES FROM 4 YEAR INSTITUTIONS OFFERING TEACHER PREPARATION IN ARIZONA

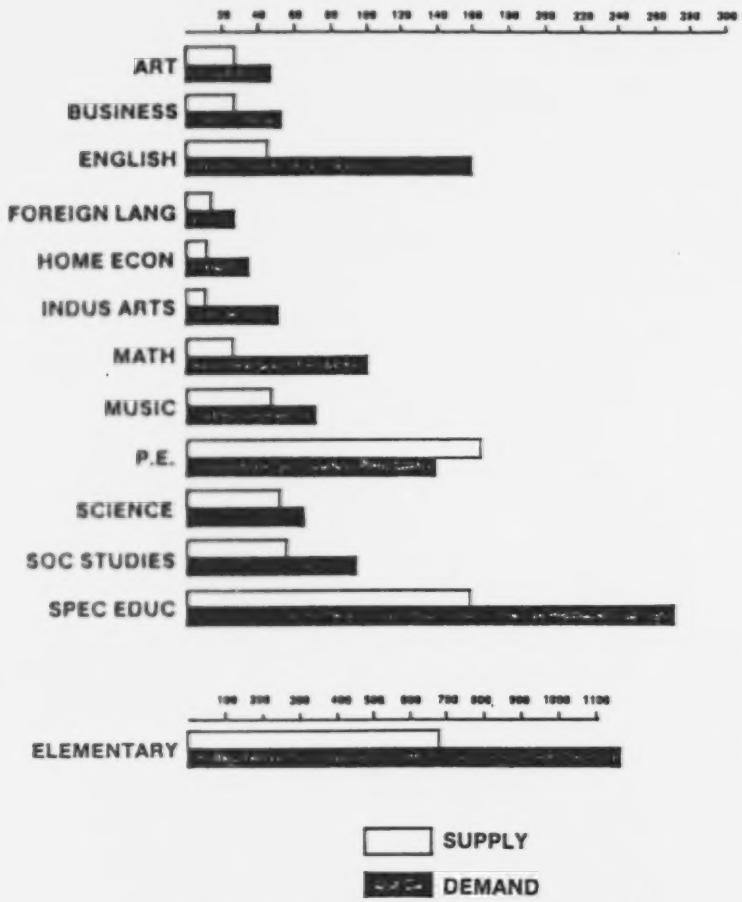


1,031 fewer teachers were being prepared in 1982-83 (academic year) than in 1974-75 (academic year), or 47% drop in the number of teacher graduates. The figure represents a percentage drop of approximately 6% per year in the number of teacher graduates. This current trend is expected to continue through the next few years.

Source: Arizona State University

Figure 3

NEW TEACHER SUPPLY AND DEMAND FOR PUBLIC SCHOOLS IN ARIZONA FALL 1984



Supply of new teachers in the Graph is based on the number of individuals student teaching through the Colleges of Education in Arizona in the Fall of 1983 and Spring 1984 semesters. Demand for elementary teachers in Arizona is based on an 8% turnover rate (attrition) plus an expected increase in the student enrollment in the elementary grades. At the secondary level, the demand is based on need by subject area using 8% as the attrition rate and allowing for an anticipated increase in student enrollment in secondary schools. Special Education demand is based on an 8% attrition rate.

Source: Arizona State University

Figure 4

TEACHERS IN ARIZONA PUBLIC SCHOOLS (FALL 1983) COMPARED WITH STUDENT TEACHERS (FALL 1983 AND SPRING 1984) AND PROJECTED TEACHER OPENINGS (FALL 1984)

TEACHING AREAS	FALL 83 EMPLOYED TEACHERS*	83-84 STUDENT TEACHERS IN ARIZONA	PROJECTED FALL 84 OPENINGS**
ART	593	25	52
BUSINESS	723	26	63
ENGLISH	1900	47	165
FOREIGN LANGUAGE	398	11	35
HOME EC	492	9	43
INDUS ARTS	879	11	76
MATH	1409	31	123
MUSIC	1032	56	90
P.E.	1644	178	143
SCIENCE	1061	64	92
SOCIAL STUDIES	1229	63	107
SPECIAL EDUC.	3358	161	269 ***(8%)
ELEMENTARY:	10,714	662	1,136 ****(10.6%)
TOTAL:	24,387	1,344	2,554

* In selected academic areas.

** Secondary teacher openings for Fall '84 are determined by combining a .7% anticipated growth rate in student population and an 8% rate of attrition for teachers now in the system.

*** Special Education openings for Fall '84 are determined by an estimated 8% attrition rate for current teachers.

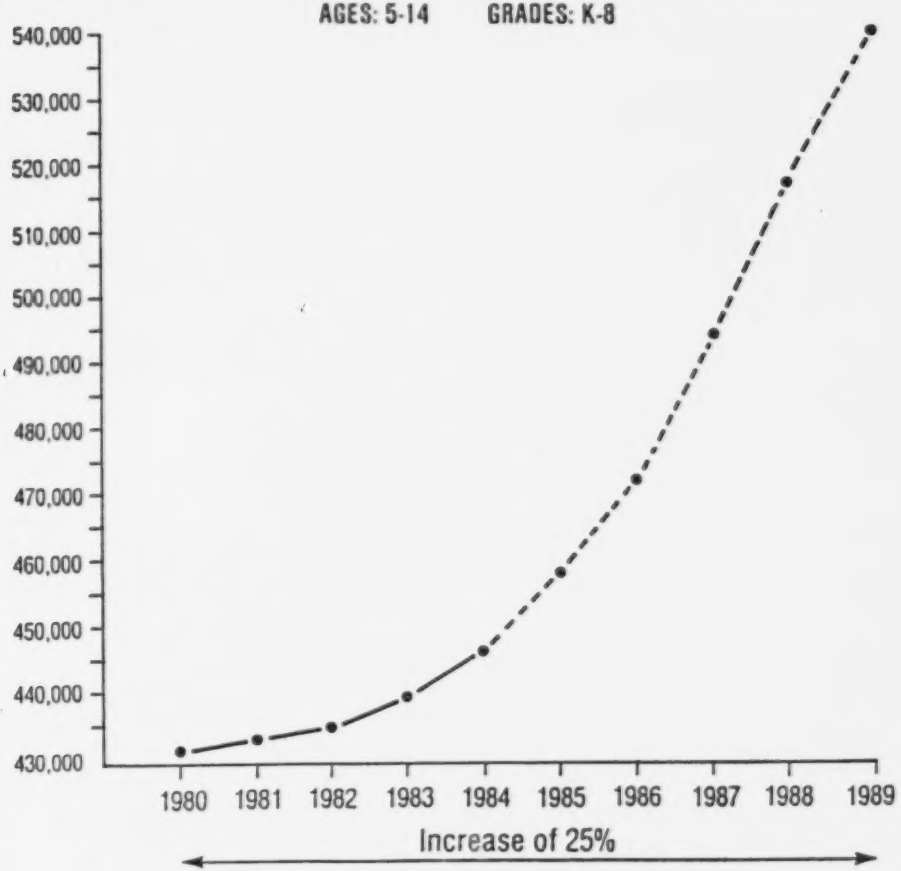
**** Elementary teacher openings for Fall '84 are determined by combining a 2.6% growth rate in student population and an 8% rate of attrition for current teachers.

Source: Arizona State University

Figure 5

ACTUAL POPULATION DISTRIBUTION AND PROJECTIONS FOR ARIZONA CHILDREN

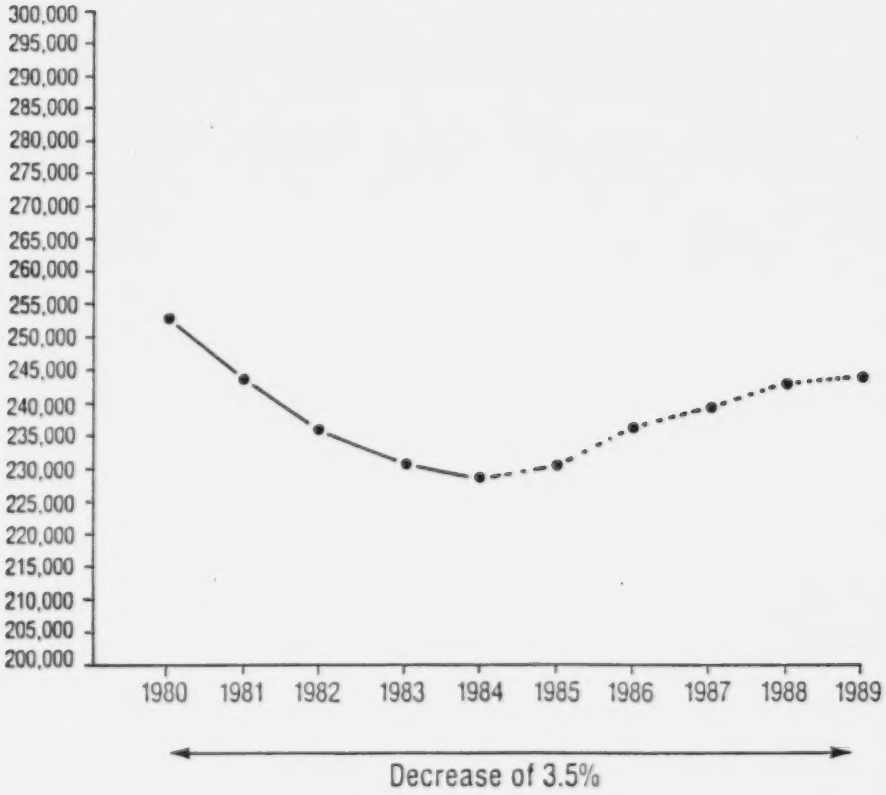
AGES: 5-14 GRADES: K-8



SOURCE: Arizona Department of Economic Security Population Statistics

Figure 6

ACTUAL POPULATION DISTRIBUTION
AND PROJECTIONS FOR ARIZONA
CHILDREN AGES: 15-19 GRADES: 9-12



SOURCE: Arizona Department of Economic Security Population Statistics

Figure 7

Teachers in Arizona
By Ethnicity and Sex, 1984

	White	Black	Hispanic	Asian Pacific	Indian	Total
Male	8,234	141	810	33	109	9,327
Female	16,776	434	1,261	140	268	18,879
Total	24,544	575	2,071	173	365	28,206

Source: Arizona Department of Education

Figure 8

FACULTY IN THE COLLEGES OF EDUCATION
BY SUBDISCIPLINE

University of Arizona

Educational Administration/Foundations	11
Secondary Education	12
Library Science	9
Reading	10
Educational Psychology	11
Elementary Education	15
Special Education	8
Rehabilitation	7
Business/Career	2
Higher Education	3
Total	88

Arizona State University

Educational Administration	6
Secondary Education	31
Educational Psychology	15
Elementary Education	28
Special Education	15
Higher and Adult Education	7
Educational Technology	8
Counselor Education	10
Total	120

Northern Arizona University

Early Childhood Education	1
Secondary Education	3
Elementary Education	9
Educational Administration	11
Computer Education	1
Special Education	5
Total	30